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ABSTRACT

A conference held at Austin College, focusing on educational change, discussed: (1) changing tasks and college renewal; (2) new role for students; (3) new role for faculty, including the importance of faculty development; (4) the total institutional approach; and (5) the future role of the liberal arts college. An appendix presents Austin College as a case study in college-renewal. (KE)

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INVITATIONAL CONFERENCE ON THE CHANGING TASKS AND ROLES IN HIGHER EDUCATION

A Summary Report

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Presented by Austin College, Sherman, Texas

Co-Sponsored by the Southern Regional Education Board,
Undergraduate Education Reform Project

March, 1976

SREB

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Sherman, Texas-founded 1849

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A Summary Report

of an

INVITATIONAL CONFERENCE

on the

CHANGING TASKS AND ROLES IN HIGHER EDUCATION

Presented by Austin College
Co-Sponsored by the Undergraduate
Education Reform Project of the
Southern Regional Education Board

Sherman, Texas
March 25-27, 1976

PREFACE

Austin College was pleased to host approximately 125 educators from across the United States representing nearly 100 colleges, universities, and educational associations at An Invitational Conference on the Changing Tasks and Roles in Higher Education, March 25-27, 1976. Attempting to focus on agenda-building for the individual institutions to meet the challenges of a changing educational context, the conference utilized the recent Austin College experiences as a case study background for participants to exchange ideas and insights. The Southern Regional Education Board's Undergraduate Education Reform Project joined the College in sponsoring the conference.

The idea for the conference rose out of the college's experience with its Total Institutional Project, a four-year total institutional renewal project funded jointly by the National Endowment for the Humanities and the National Science Foundation (1972-1975). The project was a comprehensive effort to facilitate change affecting the entire institution and to install mechanisms for an on-going change process. The project was involved with attitudes, faculty and student roles, program, and structure. Austin College used the conference as one of the ways to report the experiences and results of the Total Institutional Project and its corresponding IDEAS educational program to the funding agencies, and to receive a review and critique of the directions of project and program by colleagues in higher education. A sharing of information about the project and program has been a stated objective of Austin College.

Another purpose of the invitational conference was to stimulate the flow and exchange of ideas and information about educational change among the participants. It was anticipated that closely focused discussions on some of the more pressing problems and issues in higher education would be helpful to participants in establishing priorities for self-renewal in their own institutions. The case study gave particular emphasis to the strategy of a total institutional approach in meeting the pressing problems of the present and the emerging and changed situations in the future.

Such a conference and the use of a case study approach has a high risk of being misunderstood in suggesting the Austin College strategy for change as the only way. This was certainly not our intent as we described our struggle with educational issues and our efforts in the development of the College and its total program. The Austin College approach is <u>one</u> way by which we have tried to provide educational opportunities in a climate that can make a difference. This is not a college which is trying to do everything for everybody. It has a special role and mission; and the College starts with certain assumptions about readiness, about an honor system, about a community, about behavior, and about getting on with the job of really good liberal arts education. It is an approach taken with regard to the responsible roles and personal and career development of faculty and staff.

It is the process of sharing and the questions and critiques that proved to be helpful to Austin College and hopefully to all those

attending the Conference as they translated the issues into their own situations.

I would like to express appreciation to all of the participants who joined us in this conference and made it a lively, provocative, and productive occasion. We have cassette audio tapes of the major addresses, summarizing statements, and panel presentations which are available on loan to participants in the conference and to other educators who might be interested.

I also want to express my personal gratitude to the major speakers and summarizers. In order of their presentations, they are Dr. Joseph P. Cosand, Director, Center for the Study of Higher Education, The University of Michigan; Dr. Yvette Fallandy, Vice President for Academic Affairs, California State College at Sonoma; Dr. Martin Peterson, President, Beloit College; Dr. Jack Powers, Vice President, Program Support, Research Corporation; Sister Joel Read, President, Alverno College, and President, the American Association of Higher Education; Ms. Edith W. Seashore, Psychologist and Management Consultant, and President, National Training Laboratory, and Dr. Landrum R. Bolling, President, Lilly Endowment.

A special word of thanks goes to Dr. William R. O'Connell, Jr., Project Director, Undergraduate Education Reform, Southern Regional Education Board, for his initial interest in the idea of such a conference and the subsequent co-sponsorship by SREB.

In one sense everyone at Austin College was involved in the conference. Many faculty, staff, trustees, and students actually worked to make possible the conference from the panel presentation to running busses to the D/FW Airport. Dr. Jack Jernigan, Project Coordinator and Scott Buchanan, Executive Assistant to the President, carried unsung responsibility for the planning and carrying out of the details of the conference and for the preparation of the conference report with the assistance of Dr. DeWitt Reddick. Special appreciation goes to these leaders and the Austin College Community participants for making the conference possible.

Additional information about the Austin College Total Institutional Project and educational program is available from the college. The College also has a limited supply of extra copies of this summary report of the Invitational Conference. Officials of the College and the Southern Regional Education Board would be pleased to provide information on planning and arrangements for a conference of this type.

John D. Moseley
President
Austin College
Sherman, Texas

SUMMARY REPORT OF THE INVITATIONAL CONFERENCE

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PART I - INTRODUCTION

This summary report of the Invitational Conference is intended to serve three objectives: to provide a rationale and description of the conference, to present summary reports of the major addresses and summarizing statements, and to give an overview of participant responses and comments. A brief abstract of the Austin College Total Institutional Project which served as case study material for the conference is included as an appendix.

The varied Conference format was designed to accomplish the different purposes of the conference and to provide a worthwhile experience for participants who came from a variety of types of institutions and individual responsibilities. At various times during the two and one-half days, there were major addresses by nationally prominent educators, case-study panel presentations by Austin College faculty, students, and administrators, and small group discussions involving 9-14 participants each. All of the activities were centered around one of three areas of concern: the changing role of students, the changing role of faculty, and the total institutional approach.

During the conference, participants were encouraged to note their ideas and reactions to certain major questions and issues on a prepared form - a Participant's Response Sheet - which was distributed in advance. A summary of the information gathered from these sheets is presented in the final section of this report.

During the final two years of the Austin College Total Institutional Project (1972-75) planning began for reporting the results of the change process to the funding agencies and to others in the broader educational community. It was decided that the College would publish - at the conclusion of the Project - a summary report of the Project in book form. Two smaller reports, the final report of the Advisory Panel to the Total Institutional Project, and a summary of experimentation and research in the Birkman Program, a psychological testing design used in connection with the Project, would also be produced by the College.

Another way was sought to disseminate information about the Project on a more personal plane and to engage educators with similar interests in a dialogue on some of the most current and anticipated issues in higher education. An Invitational Conference on the Changing Tasks and Roles in Higher Education was conceived from this twin notion of sharing and review of the Austin College program and of intense discussion of the pressing issues. Dr. William R. O'Connell, Jr., Project Director, Undergraduate Education Reform, Southern Regional Education Board, expressed interest in possible co-sponsorship of such a conference.

The first step in conference planning was to ascertain the degree of interest in this type of reporting and sharing among the higher education community. During the course of the Total Institutional Project, hundreds of inquiries had been received by the College requesting information about the Project as a whole or particular aspects of it. Many of these inquiries

were followed by campus visits by faculty and administrative teams from these institutions. Most of these inquiries originated with liberal arts institutions similar in nature to Austin College. A questionnaire was sent to the presidents, deans, and certain key faculty members at these colleges and universities to attempt to determine their interest in attending a conference and to identify the educational issues uppermost in their minds. Response to the questionnaire was exceedingly favorable although many respondents cited the lack of travel funds as the reason for their inability to attend such a conference.

Those institutions which indicated an interest in such a Conference formed the bulk of the invitation list. Additional lists were furnished by the SREB and compiled from certain state-wide and professional educational associations.

After the College's invitation had been accepted, each participant received an advance packet of briefing materials including the abstract on Austin College and the Total Institutional Project as case-study material, a sample of the participant's response sheet, an agenda, and other materials. The only cost of the conference to participants was their travel and lodging. The cost of conducting the conference was borne by specifically identified reporting funds budgeted to the Total Institutional Project and by the Southern Regional Education Board.

All conference activities, except meals, were held in the College's Ida Green Communication Center, a multipurpose conference building first opened in the year the Project began.

The Invitational Conference began late Thursday afternoon, March 25, with registration and campus tours followed by a dinner for all participants. The dinner program consisted of three speakers. Dr. Moseley, president of the college, discussed the Total Institutional Project in concept and procedure. Dr. O'Connell of the SREB gave some of the rationale for the conference and the reasons for SREB co-sponsorship. Dr. Jack Jernigan, Project Coordinator, explained the conference schedule and various assignments.

The opening address Thursday evening was delivered by Dr. Joseph P. Cosand, Director, Center for the Study of Higher Education, the University of Michigan. His topic was the changing tasks in higher education and the need for renewal as seen from a national perspective.

Dr. Cosand's address was followed by a slide-tape presentation about the history and plateaus of development at Austin College and an overview of the Total Institutional Project. This presentation supported the case study background by providing more of an historical context for the Project Abstract previously distributed to the participants. An Austin College Board of Trustees' reception for participants was the concluding event of the evening.

The second session of the conference on new roles for students began Friday morning. Dr. Yvette Fallandy, Vice President for Academic Affairs, California State College at Sonoma, gave an introductory presentation on the current college generation, their needs and goals. A second slide presentation was shown about the College's IDEAS educational program

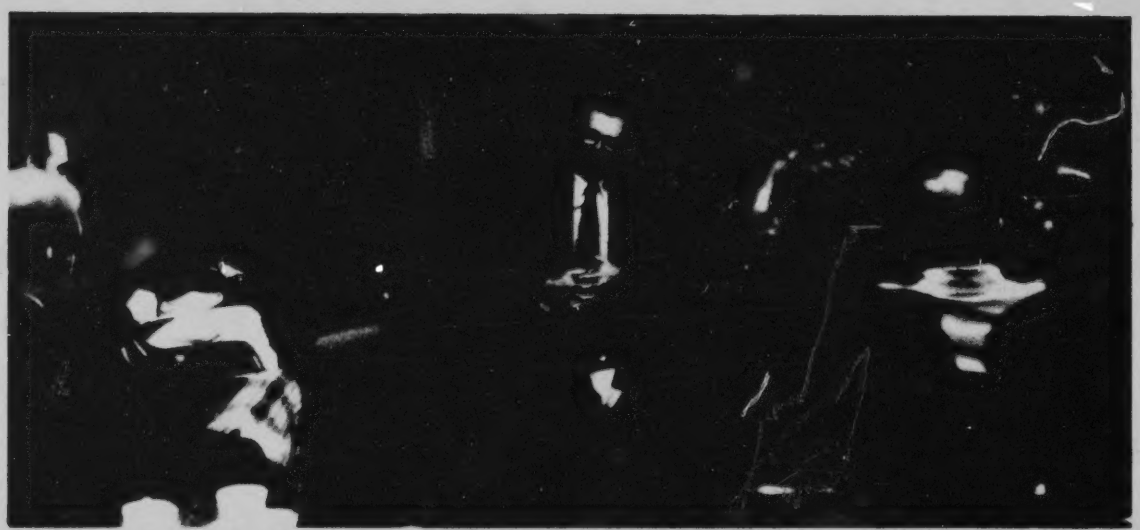
(IDEAS stands for Individual Development: Encounter with the Arts and Sciences). This was followed by an Austin College Resource Panel of faculty and students in a case study on some of the programs and attitudinal changes that have to do with new roles for students.

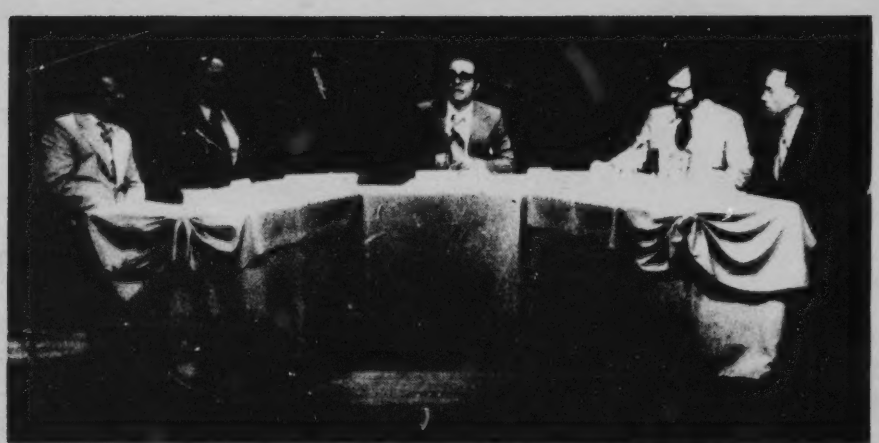
The first of two work sessions involving some 12 small discussion groups of participants was held after the resource panel presentation. The discussion group leaders for the morning and the afternoon work sessions were Ms. Mary Ellis, Executive Director, New Orleans Consortium on Higher Education; Dr. John A. Hague, Director, The American Studies Faculty, Stetson University; Dr. Richard Hoffman, Vice President, Mars Hill College; Dr. Robert Knott, Dean, Arkansas College; Dr. Ned Moomaw, Assistant Director, Undergraduate Reform Project, Southern Regional Education Board; Dr. Paige E. Mulhollan, Dean, College of Arts and Sciences, University of Oklahoma; Dr. Jim B. Pearson, Dean, North Texas State University; Dr. Gresham Riley, Dean of Arts & Sciences University of Richmond; Dr. Bernard Sloan, Acting Dean, New College, University of Alabama; Dr. David Spence, Assistant Director, Academic Administration Program, United Board for College Development; Dr. Joan Stark, Chairman, Department of Higher/Postsecondary Education, Syracuse University; and Dr. John A. Valentine, Executive Associate, College Entrance Examination Board. Reports from these discussion leaders were collected for feedback in a general session of the participants. At the luncheon following the morning discussions, Dr. Martha Peterson, President of Beloit College and a member of the Austin Project's Advisory Panel, presented a summary of these reports.

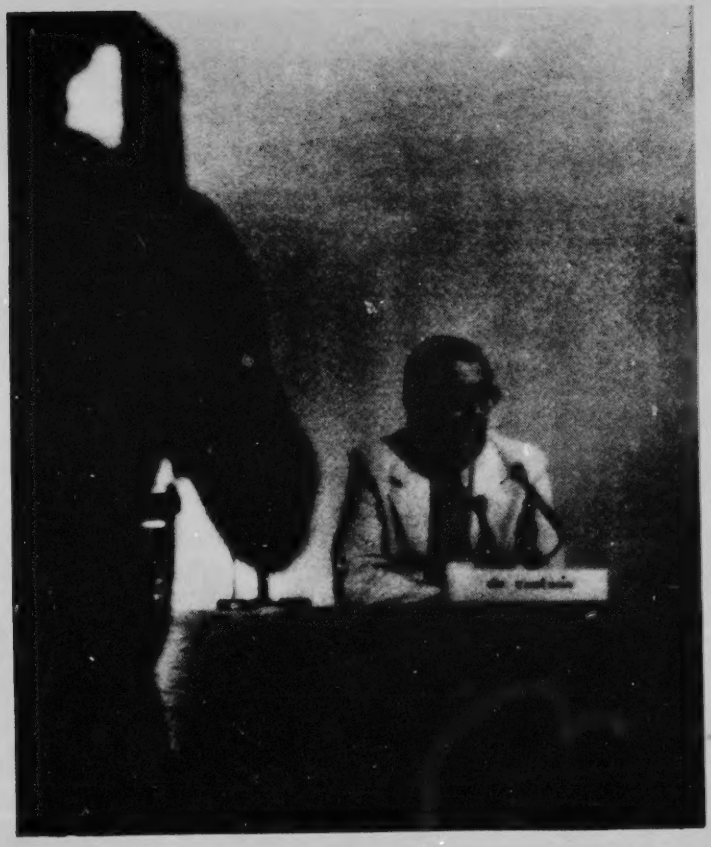
The closing major address of the conference was by Dr. Landrum R. Bolling, President, Lilly Endowment. Dr. Bolling spoke on the future role of the liberal arts college.

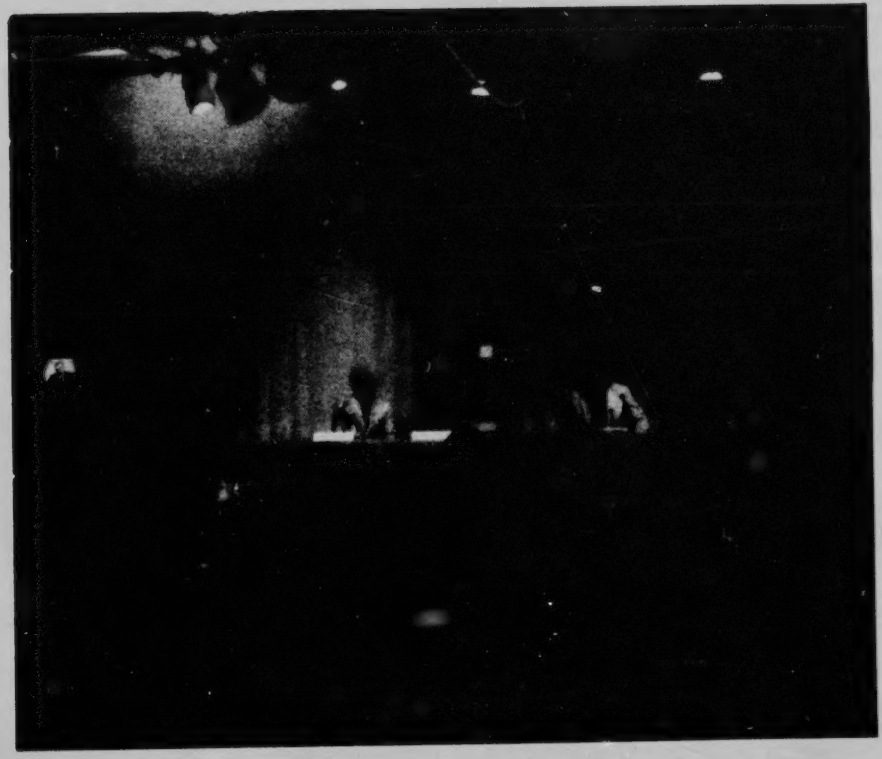
The papers which follow in Part II of this report are summaries of the major speeches, panel presentations, and summary reports.

SCENES FROM THE INVITATION CONFERENCE









PART II - THE CONFERENCE ON THE CHANGING TASKS AND ROLES IN HIGHER EDUCATION

CHANGING TASKS AND COLLEGE RENEWAL

A Summary of Remarks by

DR. JOSEPH P. COSAND
Director
Center for the Study of Higher Education
The University of Michigan

Out of his background of decades of experience with educational problems at institutional, state, and national levels, Dr. Joseph P. Cosand described the current environment within which higher education must exist and presented challenges which must be faced. Herewith is a summary of his remarks.

The New Environment

A new environment exists for higher education in this country today, Dr. Cosand said, and this new environment must be accepted and understood by us in higher education.

In contrast to the educational environment of the past 10 to 15 years, Dr. Cosand emphasized these changes in public attitudes:

-- "A characteristic of our present period is the loss of confidence in our public institutions, including colleges and universities." Unemployment among college graduates has heightened this loss of confidence. There is a widespread public feeling that college curricula are tradition-bound, failing to respond to society's needs.

-- Continued growth in college populations can no longer be expected; to the contrary. Yet planning procedures for higher education

in general tend to follow individualistic growth patterns of the past.

-- Among public decision makers higher education has sunk to a low priority in terms of interest and active support. Dr. Cosand cited legislators and high government officials to support this prevalence of a disinterested attitude regarding financial increases. At the same time, he indicated, the dissatisfaction with higher education has led to a more critical appraisal of the functions of higher educational institutions and the increasing tendency of legislators to exert more detailed authority over these institutions.

The Challenges that Confront Us

Dr. Cosand described numerous factors which he believes are ways in which institutions of higher education may have contributed toward these unfavorable attitudes toward higher education.

--- Fear of and resistance to change within the college or university. Dr. Cosand described a three-year self-study undertaken at the University of Michigan. This self-examination created uneasiness among some of the university community, uncertainty about "what is the administration up to?" This resistance also lies in the fact that "we are more interested in the survival of the individual (faculty member or administrator) than the survival of a particular department or program within the institution." Aggressive leadership on the part of the institutional president is needed to bring the faculty into the forefront of change, and to allay the sense of fear and uncertainty.

-- Inadequacies of data. At a meeting of representatives from the House and the Senate, from the media, from business, and from education, Dr. Cosand recalled, the educational representatives were bombarded with such questions as: "Why can't we get data out of the institutions?" These public leaders want more data on costs and cost efficiency, more uniform data from the various colleges and universities so that comparisons may be made. As one person remarked: "We don't think many of the institutions have that kind of data because they don't want costs to be shown." An impression has wide credence that there is too much costly duplication of effort between institutions and within institutions; but data seems unavailable to evaluate this impression against uniform criteria.

-- Failure to plan where planning is needed. There is a critical need for the adherents of higher education to work cooperatively in regard to state and regional planning for higher education. If the educators themselves do not carry out such planning, there is likelihood that legislators will take the initiative.

Planning is needed at institutional, state, and national levels to insure that higher education is responding to the changing needs of society. Questions are being raised today about where and how values may be effectively an element in higher education, and planning is essential in this area.

Within the institution, planning is necessary to prevent too much

fragmentation, to encourage among faculty and administrators an overall view of the institution, and to enable adjustments to changing patterns of student needs and interests.

-- Creating false assumptions about the value of college education. "Higher education has not offered and is not offering the preparation for leadership necessary for dealing with the complexities and interrelationships that have developed throughout our society and even in our own institutions." Instead, there has been a tendency to rest the value of college education on the promise of higher salaries and better living styles after graduation.

-- Lack of constructive cooperative efforts to convey to society's decision makers information about the true nature of higher education. "The attitudes towards higher education by decision makers in state and national legislative branches has changed markedly in the last ten years," Dr. Cosand stated. In the minds of many people a professor, with decreased faculty workload, has the softest job in America. An increase in the self-interest of the individual faculty member; the underemployment of bachelors, masters , and doctors graduates; the lack of hard data on costs and job descriptions; and the lack of outstanding spokesmen for the whole of higher education have contributed to the store of misimpressions in the minds of these decision makers.

"Who is speaking for higher education at the institutional level to change these ideas of higher education?" Dr. Cosand reported a

conversation he had recently with two congressmen in Washington. "How many educators have dropped by to see you in the last six months?" he asked. The answer was: "Three." In earlier years, Dr. Cosand believes that educators were more active in acquainting decision makers with the progress, procedures, and problems of higher education.

Who is speaking for the totality of higher education? It is the hope of ACE that it can do it; but the competition between types of institutions in the membership works against this central purpose. We (the educational leaders who comprise this audience) need to give all the help we can in "educating" the people who make decisions.

-- Failure to establish reasonable priorities in the face of the realities of present resources. In the face of dwindling enrollment and limited financial resources, "we still tend to act as though money will solve our problems and go back and forth to the Legislature to ask for more money." Adapting to change within the institution tends toward adding new courses, new programs, and new faculty, without dropping out a comparable number of courses or programs and remaining with the same faculty. Who is speaking within the institution to change these attitudes toward priorities and resources?

What We Can Do

"As faculty, administrators, Board, and institutions, we are accused of being more concerned about survival than change; so what shall we as professional educators do to renew ourselves, our institutions,

our image, and to restore our credibility?" In answer to his own question, Dr. Cosand recommended nine possible actions.

1. Re-define the purposes and functions of a college education.

"Over the last few years we've sold a real 'bill of goods' . . . go to college so that you can earn so much more in a lifetime, get a master's degree so that you can earn so much more, get a doctorate so that you can earn still more in a lifetime.'" We have to be concerned with the economic aspects of post-college life; but other aspects deserve greater stress -- education for personal growth, for societal growth, for discovery of talents, to learn how to learn, to serve as a real source of leadership.

2. Improve our planning and policy decision processes at the institutional, consortium, state and regional, and national levels.

Unify our efforts wherever and whenever we can. What you are doing here at Austin College (in this conference) I hope will be disseminated to other institutions.

3. Improve the access to career education at all levels, without over-emphasis on earnings, and with stress on personal and societal maturity and growth.

While strongly supporting the value of a liberal arts education, Dr. Cosand asks that the importance of a career not be played down, and that the term career education not be interpreted merely as something

less than a four-year program.

4. Utilize and help to mold the services of the state and federal governments.

Instead of having branches of the government control the nature of higher education, educators need to help the government decision makers to understand the needs, problems, and goals for higher education. "Let's not let them control us, but let's help to mold them. Let's become active and effective lobbyists with a unified approach, instead of being interested in self and turfmanship. We are not going to restore our credibility (with the decision makers) until we act as a unified force."

5. In dedication to service to the student, believe in -- universal access to higher education, justifiable choice, and commitment to student accommodation and achievement, giving the student a real opportunity for self-realization.

We believe in universal access; however, universal access does not mean equality of educational outcome. The country needs leadership and an appropriate form of elitism.

6. Provide for increased opportunities for ethnic groups and women.

A well-supplied reservoir of well-educated, potential leaders, drawn from all significant segments of society, is essential for the good of our total society.

7. Administrative and faculty performance and productivity

must be improved in terms of the quality of our product and a defensible cost in relation to the funds available to us.

Systems for careful review and evaluation must be established. We must have available accurate data on costs if we are to defend our requests and continue to receive support from students, alumni, other taxpayers, legislators, governors, and donors.

8. Essential support services must be maintained at an adequate level.

When a department or an institution receives a budget cut, the tendency has been to protect positions for administrators and faculty and to eliminate first the secretaries and other support personnel, and funds for support materials for instruction. This process lowers the quality of instruction. Preferably, the cutting should be done in terms of programs or divisions of activity, with attention to relative support needs.

9. Efforts must be made to see that reform in higher education is self-generated and not imposed by external forces.

These efforts should be at all levels -- institutional consortiums, state and regional organizations of colleges, and national educational cooperation.

New and modified instructional procedures, time sequences, external programs, experiential evaluations are mandates as our

students and our society continue to change; but such new ventures must be justified. Older programs must be reviewed, modified as necessary, or eliminated.

Reform may involve governance as well as curriculum. Participation of the student community in policy decisions may require consideration. Strong administrative leadership is essential, but new pathways should be evolved for input from various constituencies.

Self-generating reform will necessitate financial support; and hard money must be committed in the budget for such a purpose.

In Conclusion

We must have faculty and administrators who exert strong and perceptive leadership if the institution is to face the issues described in this report and to search out effective solutions. If we in the educational world do not assume such responsibilities, others external to us are willing to impose their solutions upon us.

Now is an appropriate time for us as individuals to examine, evaluate, change, and renew our institutions, and thus our society. And in the process there must be a unified effort to inform the decision makers and the public at large about the importance of higher education and its contributions to the dignity and welfare of mankind.

NEW STUDENTS IN A NEW ERA

A Summary of Remarks by

DR. YVETTE FALLANDY
Vice President for Academic Affairs
California State College
at Sonoma

Dr. Fallandy paid high tribute to Austin College for the College's successful efforts to address the problems posed to higher education by the new American undergraduate.

She pointed out differences in point of view of education between students and professors in the typical college situation.

"For the faculty education is not to be focused necessarily on the individual, but rather on a field of knowledge, its discipline, its methodology. The typical college professor has spent many years to master a discipline. The reward is the inimitable thrill of intellectual discovery and sharing that thrill with his colleagues and his students. For the typical professor, learning is its own justification."

Students, however, view education differently.

The student "longs for an education to help him discover himself, and develop himself. He also requires some likely link between his course of study and his future career." Students want to be free to create, to know, to know that they know, to act, and especially to love. Their view of education is deeply personal, and it is a means to an end rather than the end itself.

Too often, Dr. Fallandy believes, disappointment awaits both professor and student in the typical situation. There is a crisis among educators in that many feel isolated and have become resentful because of what they perceive to be an ungrateful public and unappreciative students. On the other hand, for students, keen disappointment too often follows through their discovery that their academic work is just that, falling short of the personal goals sought.

In contrast to this typical background, Dr. Fallandy points to "the magnitude of Austin College's triumph." "More successfully than any other college, Austin College has addressed the problems posed to higher education by the new American undergraduate. The genius of the Austin faculty, administration, has been to recognize early the new aspirations of the new students. The virtue of the Austin College community students, faculty, and administration is to have found the imagination, poise, and courage to embark on their quest for understanding and self-development. Their venture has been so comprehensive that it includes not only all segments of the college community, but the institution itself."

The IDEAS program demonstrates, for example, how Austin College has responded to the aspirations of undergraduates. The approach to learning permits the student to discover and to develop himself. It shows him how his community seeks to inform him, form him, influence and manage him. The three courses in Heritage of Western Man introduce the student to the province of values and acquaints him with what company

he keeps through the ages by holding his values. He learns practically how the educated person can, and must, participate in community."

The mentorship program, as adopted in Austin College, restores to the faculty one of its sacred traditions -- the close personal relationship of student and faculty member.

Dr. Fallandy credits the success of the Austin College program to the people who are the College --

-- the imagination and patience of administrators and trustees in their pursuit of a new vision of education;

-- the faculty for their courage and stamina in wrenching away from the security of traditional patterns to undertake massive pedagogical experiments;

-- the students, who demonstrated their willingness to join their teachers in the noble but risky experiment.

Dr. Fallandy paid special tribute to Dr. Frank Edwards, a prime force in originating the Austin College program and in getting it well under way before his death.

SUMMARY OF AUSTIN COLLEGE PANEL DISCUSSION ON NEW ROLES AND TASKS FOR STUDENTS

Members of the Panel -

Dr. Howard A. Starr, Associate Dean, Moderator
Dr. Dean M. Batt, Assistant Professor of Education
Miss Rhonda Blackshear, student
Miss Melanie Anne Dorsey, student
Dr. Myron J. Low, Professor of History

As a primary theme of the Total Institutional Project, Austin College carefully reviewed new roles for students. Just as in the case of faculty, the college recognized that with the Total Institutional Project the student body would be faced with assuming relatively new levels of responsibility. In the research that had gone on prior to the IDEAS program, most consultants had warned the college that the "new student" would enter with a wide range of academic experiences from the secondary school, and that they would not need further grounding in the fundamentals of mathematics, grammar and reading. Needless to say, the consultants were right in terms of the wide range of experiences but considerably out of touch with the reality of the modern student's basic skills.

The Total Institutional Project recognized early that the student must be dealt with as a whole person. For that reason, the coordination of the new student role involved new tactics in the classroom, mentor relations, and the use of faculty in facilitator roles rather than traditional teacher-student roles. The entire IDEAS program confronted the student with a wide range of new demands in his/her role as a student. Students

were faced with modular courses, competency based courses, Kellerized approaches, contract courses, contingency management courses, discussion based courses, highly media-oriented courses, as well as traditional lecture method courses. Going from one methodology to another in various courses presented the student with many new demands. It required of the student a flexibility that previously had not been an issue. Students were exposed to not only a wide range of teaching techniques on the part of faculty but also a wide range of calendar situations. The new role of the Austin College student meant that he/she would take courses in seven week sessions, four week sessions, and fourteen week sessions, and, at the same time, be exposed to various styles of teaching.

Thus the assumption made by the institution was that the student would come to the college in a relatively dependent mode and move through a series of growth patterns to a more independent mode. The mentor would serve as the sounding board for this developmental growth process. The coaching and guiding of the mentor was designed to support the student as he/she would encounter various new expectations on the part of faculty. Beyond these issues, the student faced a more experiential and experimental type of curriculum than previously. Students were exposed to the "real world" of academic material as compared to the highly theoretical content of traditional teaching. Faculty that once had "spoon fed" students were now asking for a high degree of participation on the student's part. Participation and involvement thus created a secondary

kind of demand in the roles of students. No longer was passivity of the student an acceptable style but rather active involvement was demanded.

Thus the IDEAS educational program installed by the Total Institutional Project brought to bear on the student and Austin College a new kind of learning environment -- an environment that changed the thinking pattern of most students with regard to the roles of faculty and students. The student was made cognizant of the developmental growth concept of the educational program. Students were not surprised to find themselves highly involved in courses as well as in advisory roles for departments. Many students served on Advisory Committees for the departments and were active "consultants" when it came to reviewing course offerings as well as budgets.

In summary, Austin College in its IDEAS program, sought to bring students to a new level of awareness and to become partners with faculty in the endeavor of education. Like any partnership, a high degree of responsibility was demanded of each party. Again the institution's basic belief that the student would come in at a relatively dependent level and mature and develop to a more independent level was reemphasized in every aspect of the new educational program.

QUESTIONS TO BE DISCUSSED

A Summary of Remarks by

Dr. Martha Peterson
President
Beloit College

(Dr. Peterson summarized the questions discussed in the morning group sessions on new roles for students, preparatory to further discussion.)

Some participants raised the question: "Is it a new role being filled by students, or the same role with new circumstances?"

How can student participation in counseling and peer teaching be made effective?

How do we develop within students, faculty, and administration a sense of community?

We are seeing how students are being involved in major decisions regarding life on the campus of a small college; can these same principles and procedures be applied to larger campuses?

On the Austin College campus we have seen how all students are expected to accept responsibility in many areas. How appropriate is it to force individual students to accept responsibility when they don't want it? In particular, should the individual who enrolls for a single night class be forced to accept the same responsibility as a full-time day student?

In Austin College, how free is the student in defining individual responsibility? How free is a student at Austin College to choose his or

her own way of life? Is there a hidden agenda of values which makes the program authoritarian?

How can we adequately evaluate the process of education in any college -- evaluating what takes place within the student in his four years of college?

Are the College's goals (that is, goals as reflected in demands upon the student) different from society's goals and standards?

How much mature responsibility is it fair to ask of a student -- particularly the 18 to 20-year-old student?

How do we go about altering attitudes brought with them by the students?

What do we do in the re-educational process that reinforces the best that a student is?

* * *

What they (administration, faculty, students) are questioning at Austin College has to do with relationships of faculty, student, and society. Therefore -- it is important to know -- how do you ask the questions that make the most difference, thus creating a campus that is a lively, vital place, a place where there is growth toward independent learning, toward becoming self-directed, becoming a responsible and mature adult?

ROLES OF EDUCATION IN A CHANGING SOCIETY

A Summary of Remarks by

DR. JACK POWERS
Vice President
Program Support
Research Corporation

Dr. Powers emphasized first the strategic dependence of society upon higher education for leadership and then, in the face of diminishing resources, the necessity for more sharply focused educational programs with stricter evaluation of results.

In support of the leadership role, Dr. Powers cited a statement from Adlai Stevenson who said the privilege and the penalty of higher education is that, over the coming decade, it will be the pace-setter for political and social thought in our community. It may not accept this responsibility, but it makes no difference for it is inescapable. For if education decides to set no pace, push forward no new ideas, dream no dreams, it will still be the pace-setter. It will simply have decided that there will be no pace, Stevenson said.

Roles of Education

Education and institutions of higher education have been bound up with the development of the United States. Dr. Powers summarized this development thus:

-- When this country was founded 200 years ago, higher education was education for the church.

-- Jefferson and Madison revolutionized it and made it education for political leadership.

-- In the latter half of the 19th Century and throughout the first half of the 20th Century, higher education became thought of, by many at least, as education for economic advancement.

-- During the middle of the 20th Century the concept changed to regarding education as the key to progress.

-- Perhaps we are now starting what might be known as education for the whole person. Certainly this was one of the motivating factors behind the Austin College IDEAS program.

Dr. Powers reminded his audience of the many changes that have taken place in higher education in recent years.

Enrollment in higher education jumped from two million in 1950 (one out of two students in private colleges) to nine million in 1976 (one out of four students in private colleges).

Higher education, no longer the elite preserve of scholars or sons of the aristocracy, has become national in scope, democratic in purpose. It is increasingly open to minorities and populations which have never before been served.

To meet the new demands, the faculty has had to step out of its usual role and learn new techniques in directing the development of students.

The Advancement of Knowledge

And Faculty Development

Dr. Powers recognized the over-riding importance of these new challenges to educate greatly increased numbers of young persons with goals that often differ from traditional goals of the past. However, he emphasized the importance also of the responsibility of higher education to continue the advancement of the frontiers of knowledge. "This is often an aspect of higher education which is difficult to sustain, especially in the strictly undergraduate college," he said. Thus professional development and research - by faculty and by students - should become a critical part of the undergraduate program.

This will probably require assistance in funding from sources outside the academic institution. Thus faculty will need to concentrate some of their time in developing effective fund-raising techniques.

Difficult -- why? Practical benefits from scholarly work or research tend to emerge not according to fixed programs or time schedules, but they emerge in their own good time. They are often difficult to measure, and they are not easily rewarded, and thus not readily financed.

These fundamental advances in knowledge, so important to be sought, depend greatly upon the faculty at institutions of higher education. This is a role not easily adaptable to any other area of society. "Thus, we must continue to have active programs for faculty involvement in their respective fields. It is this involvement which qualifies faculty members to be leaders as well as colleagues of students in the education of this younger generation."

Dr. Powers stressed the importance of a career development program for faculty. "It has been my recommendation that Austin College put a measurable amount of its effort into getting this career development program on an established basis." He commended the Summer Resource Laboratories program of Austin College as a worthy step, and emphasized that now is the time to allow faculty members to concentrate their summer efforts in a redevelopment of their professional achievements.

Financing Innovation

Planned innovations and changes in education, obviously, require money. And it is harder to attract money today than it was a few years ago. "It is my opinion that the trend of reduced funds will continue in the foreseeable future," Dr. Powers predicted. Foundations, federal agencies, and private donors will scrutinize proposals more critically than in the past.

To be effective, future proposals likely will have to be (1) clearly focused as to subject matter, scope, procedures; (2) with sharply defined goals, and (3) with an effective method of evaluation delineated.

In Regard to Austin College

"One of the reasons for the success of the Total Institutional Project you have had a chance to observe in this two-day conference is the total

commitment that all of the elements of the Austin College Community have made to this particular experiment," Dr. Powers said. "The success is also due to a very great degree to the administrative leadership given to the program by Dr. Moseley and by Dr. Frank Edwards, who led the way in the formative stages of this program. And to a great extent it has also been aided by the leadership, enthusiasm, and cooperation of the Trustees of Austin College."

He added: "It seems fairly obvious to me that the two federal agencies which made the grant to Austin College did not consider investing thousands of dollars of our tax money in this institution just to help Austin College upgrade its academic program and try some changes. Rather, these agencies were hoping that some of the experience, both negative and positive, would be made available to other institutions. The conference being held this week is a good example of one way of disseminating this kind of information."

SUMMARY OF AUSTIN COLLEGE RESOURCE PANEL DISCUSSION ON NEW ROLES AND TASKS FOR FACULTY

Members of the Panel -

Dr. Gerald H. Hinkle, Professor of Philosophy, Moderator
Dr. Henry N. Buscher, Professor of Biology
Dr. Thomas W. Nuckols, Professor of Religion
Mr. Harry F. Thompson, Associate Professor of Communication Arts
Dr. Shelton L. Williams, Associate Professor of Political Science

The panelists represented the fivefold manner in which Austin College faculty had been both challenged and assisted by the Total Institutional Project in reshaping their views on their roles in and through the reshaping of programs for which they bore responsibility.

Dr. Hinkle, Resource Panel moderator and spokesman for the new Heritage of Western Man core curriculum sequence of courses, noted the several agonizing decisions he and his colleagues were asked to make as they envisioned a series of courses wherein western cultural history was utilized more as a frame of reference than as a body of content per se. These decisions, moreover, were compared by Dr. Hinkle with his and others' prior familiarity with the previous Basic Studies courses at Austin College wherein one's professional, detailed grasp of content was the principal measure of one's effectiveness as an interdisciplinary team-teacher.

Dr. Williams, who fashioned and presently directs the newest core curriculum venture at Austin College, Policy Research, noted how therein also format, method, and procedure were more the order of the day than

mere reiteration of data researched by students and their faculty facilitators--making for yet another sense in which one's role as an "expert in a discipline" was subject to change. For the audience's further benefit Dr. Williams gave examples of Policy Research topics and showed how campus research and policy-making by students in the course was monitored and often used by institutions and agencies "in the real world" in need of such findings.

Dr. Buscher represented the experiences of about one-third of the Austin College faculty who met the challenge of change by restructuring one or two of their own course offerings along lines requiring new and varied professorial roles. In Dr. Buscher's case a biology course open to all students was structured on a modular,competency-based model for self-paced learning, and at the same time presented to students enrolled as a two-track option with one track more fitting for students in the sciences and the other more meaningful to those whose interest lay in non-science academic areas.

The audience next heard from Professor Thompson, Chairman of the Communication Arts Department at Austin College, one of three departments that used Total Institutional Project funds, Summer Resource Laboratory time, and outside consultants in their effort to rethink and eventually reorder every course they offered under a wholly different set of objectives for the teaching of their discipline. In that regard Professor Thompson emphasized, above all else, the very supportive--wellnigh essential--dimension of free-time, special-funding latitude for the making and carrying

out of such undertakings by departments on any campus.

Finally, Dr. Nuckols shared his experiences from the perspective of a faculty member who was given one Summer Resource Laboratory period wholly to develop his own lines of research and a subsequent "mini-sabbatical" under Austin College's innovative Career Development Program for its faculty. In truth, Dr. Nuckols represented most other faculty experiences rehearsed by his colleagues as well; but his was one of the very first encounters with Career Development--an encounter which he testified was quite appropriate for a faculty which had otherwise "lost itself" in institutional concerns for so long a period of time.

"NEW ROLES FOR FACULTY: WHAT ARE THEY?"

A Summary of Remarks by

Sister Joel Read
President
Alverno College,
and President
American Association of Higher Education

The long range projection of faculty roles cannot yet be clearly foreseen; but changes are taking place. Consider the following remarks as "Notes to the Traveler" -- to someone on the way.

Where Does the Challenge Come From?

Factors that are changing society are also creating challenges to our modes of teaching in higher education, Sister Joel observed. She emphasized such factors as --

The knowledge explosion, which has created the necessity for setting new "knowledge goals" in the undergraduate curriculum; regulate or emphasize social goals through higher education;

The changing nature of the students we teach, with the extension of higher education to a larger and larger proportion of the populace and with the greater diversity among students in regard to background and age;

Challenges from funding agencies which favor specific goals for programs in higher education which they are willing to support financially.

Why Now?

Why have these challenges to the traditional roles of the professor emerged at the present time?

Sister Joel sees a basic and fundamental change in the nature of the substance to be streamed through the higher education channels, a

change that is subtle though real.

"A good deal of what we teach in the History of Civilization has focused around migration, and then what happens to people as they try to settle. That territorial migration was probably more or less over by the end of the 18th Century with the discovery of Australia. In one way you could say that all human history is migration." But today we are involved in more than an outward journey and a linkage between technological advances with reflection on the meaning of those advances.

What we are now involved in some persons may call personal development or human development. In reality it is a different form of migration -- migration into discovery of who is, what does it mean to be human, what takes place inside the human person.

Just as each significant territorial migration brought with it an environment of attitudes, approaches, and problems, so now does each of these migrations into the human being bring forth manifestations and concerns. Questions of civil rights to individuals have focused challenges on whites. The women's movement focuses on the question of social rights. Issues of economic rights tend to focus on the male. The consumer movement -- in addition to its other influences -- is coming into an impact on the educational world of students and professors. The nature of this impact will be noted later.

Another circumstance, gaining recognition, may have exercised a timely influence in generating the challenges. It was argued at the AAC Conference in Philadelphia that we have reached the limits of growth, and

that this realization has caused many to become up-tight about how we are going to organize knowledge and deliver it to our students. One speaker pointed out that, as physical resources become ever scarcer, investing in human resources may prove to be our best strategy.

Impact on the Role of the Professor

What impact have the forces described above had on the role of the professor?

Sister Joel describes changing roles that seem to be emerging for the faculty member. Some of these, she suggests are new roles; but others are roles long perceived by some teachers but which now demand much greater emphasis.

Traditionally, the professor has been a teacher; now he/she must also be a learner. By inferences drawn from other parts of her address, Sister Joel suggests that the role of learner is made necessary by the need to keep abreast of the flow of new information, to absorb more knowledge about the background and capacities of students, and to relate the teachings to the society in which the educational process takes place.

"When I am a professor, I decide what I will teach. But in some of the newer programs I do not have that authority. Someone else may decide -- a curriculum committee, a proposal director.

"As a professor I decide who gets the credit in my course. In some of the newer programs, there is an external examining group."

Sister Joel emphasized a changing emphasis on teacher accountability. In part, at least, this change is a reflection of the consumer movement

in society. When you look at some of the things about which students are protesting, they may seem trivial. Yet in reality, they may be hiding the real question in the student's mind: "How does a student say to a world-famous professor, the author of ten books, 'But you aren't teaching me'?"

"Today, I'm not accountable to my students; but I am responsible to them." Not only must I be an expert in my subject, but I must be able to answer affirmatively, "Do I know how to communicate what I know to the students?" And still further, "Am I able to develop in that student the same kind of skills that have made me a scholar?" Students like professors, need to learn how to be able to analyze, to synthesize, to quantify data, to be able to reckon with not only personal values but also the values operative in society, to learn how to process data in groups, to come to decisions about data through group interaction.

But here's research that should warm your hearts. Studies of the effectiveness of teaching tend to show that when students did their best had nothing to do with whether it was in an open classroom, whether a variety of visuals and other materials were available, or whether the delivery was through the latest instruments of technology. "The most critical variable was the interaction that the student had with the teacher.

"So, even though we are talking about new roles for the professor, there is no way that we can abdicate that responsibility for interaction. The functions of teaching, advising, assessment which we have always

had must simply be raised to a new level of refinement."

Sister Joel indicated her conviction that in college teaching it is becoming increasingly imperative that the professor know more about the students and adapt his/her approaches accordingly. "As the nature of your students changes," she said, "You are going to play multiple roles if you want to teach. You will find yourself constantly doing something differently than in the past. You will pay more attention to what are the settings in which learning occurs." Thus she envisions an educational procedure involving more field trips, more out-of-the-classroom projects, more student involvement in what takes place. This intensified aspect of the role of professor, she believes, must "come from your personal convictions of how you are really going to effect learning in those students, a feeling that, if the student has committed himself to an education, 'By God, he is going to get it.'"

Impact on the Institution

You cannot talk about changing roles for the faculty without reorganizing an institution. Sister Joel pointed out some ways in which adaptations are already being made.

-- Advising takes more of a central role in the education process. In some schools advising for the first two years has been centralized to give it more coherence. Adjustments in schedule must be made for upper level advisers to permit more consistent attention to advisees.

-- The old concept that no one views the teaching of a professor except his students is being dissipated. Faculty often establish seminars

in which professors exchange views, give lectures, teach each other, exchange classes.

-- Committees are becoming more fluid, responding to changing needs and designed to self-destruct.

-- A new kind of record keeping may need to be established to retain the kind of data most required for new modes of approach.

-- New and creative uses for the library are being injected into the learning system.

Sister Joel concluded with this quotation:

"The future is not a result of choices among alternate paths offered by the present, but a place that is created, created first in mind and will, next in activity. The future is not some place we are going to, but one we are creating."

SUMMARY OF AUSTIN COLLEGE PANEL PRESENTATION ON THE TOTAL INSTITUTIONAL APPROACH

Members of the Panel -

Dr. John D. Moseley, President, Moderator
Dr. A. J. Carlson, Associate Dean for Humanities
Dr. Dan T. Bedsole, Executive Vice President and Dean of the Faculty

Serving as moderator for the Austin College Case Presentation, President John D. Moseley introduced the subject of a total institutional approach to self-renewal with the question, "How do you create a College which will meet the challenges arising from our changing times?" He then explained that the program to follow would present the attempt of one college to come to grips with this question and to develop structures and modes of operation suitable to this institution as a means of on-going and continuous adaptation to the challenges of the future.

> The approach taken by Austin College involved many problems, and it would not be suitable for every kind of college or university. But for us it seemed the only reasonable and realistic approach was to emphasize a comprehensive partnership style of operation in a strategy to utilize the total resources to accomplish program and institutional goals.
>
> Involvement of the total community--trustees, administrators, faculty, staff, and students--had to be achieved. To build and maintain the kind of college envisioned, I am convinced, must start with the trustees; and I will talk for a time about our Board of Trustees. Then Dr. Jack Carlson, Associate Dean and Chairman of the Humanities Area, will explain the evolution of our new academic program with its involvement of faculty and students. Dr. Dan Bedsole, Executive Vice President and Dean of the Faculty, will then tell about the Career Development Program, which is designed to permit continuous professional growth of the faculty member.

The Role of the Trustees

Summary of remarks by Dr. Moseley

When an individual is invited to become a member of the Board of Trustees, I believe strongly that he or she should be confronted with the real situation, to know what will be expected from the trustee.

This means that the potential trustee for Austin College is invited to become a member of a working Board, committed to the Charter responsibilities, the leadership responsibilities, and -- in our case -- the Covenant agreement with the Church. The Board is now a self-perpetuating, self-disciplining Board with excused absences and a review of Board performance as a part of their procedure. Thus the Board invites others to join in the educational enterprise -- they invite a president, a faculty, a staff, and students to join an exciting educational venture. This procedure establishes a kind of partnership relation between the Board and those who accept the invitation, and this partnership style or approach affects the tone and the way the College does its business. Policy is not so much a pronouncement as it is a process of working out what should be done in the best interest of the College.

President Moseley then used transparencies of charts and diagrams in explaining the separate structures of the Corporate Office and the Executive Oftice, the new approach to constituency relations, and the structuring of Board activities around a cycle of review of major areas of their responsibility. Together with the Executive Committee which may act for the Board between meetings, there are three standing

committees -- Development, Business Affairs, and Education. Each of these Committees has the special function once in each four-year cycle of leading a Trustee Workshop, held in the summer and devoted to a review in depth of progress and planning in its area of responsibility. Thus the 1974 Workshop was focused on progress and planning in the area of Development, and the 1975 Workshop on Business Affairs. The 1976 Workshop will focus on the Educational Program, and the 1977 Workshop on Administration and the Executive Office.

Emphasis was given to the usefulness of this cycle of review not only in organizing the work of the Board of Trustees and assuring a regular review of all aspects of the College, but also in scheduling the staff work and preparation of evaluations, analyses, reports, and projections for the use of the Board in its Workshops.

Involvement of Faculty and Students

Summary of remarks by Dr. A. J. Carlson

Dr. Carlson emphasized that in effecting a comprehensive change in academic approach throughout a college it becomes necessary to develop a spirit of cooperation and involvement among all segments of the campus community -- trustees, administration, faculty, and staff, and students. Although Austin College had tried a variety of strategies for developing this spirit during previous years, the present strategy developed most directly out of the 1970-71 effort called OPENS (Operation:

Planning Educational Next Steps).

At the beginning of the OPENS Process, four task forces were established involving faculty, students, and administrators, mixing them in an alignment differing from traditional committee assignments. These task forces were designated "Committees of the Future" and they were largely responsible for developing the notions that finally emerged in the IDEAS curriculum legislated by the faculty.

Implementation of the IDEAS curriculum then became the major objective of the Total Institutional Project (1972-76), partly funded by NEH and NSF. A Project Office was established with a Director, Coordinator, and appropriate staff. Back-up support was provided through three Resource Service Units -- Educational Resources, Interactive Computing, and Development Research and Evaluation.

A major force in the Total Institutional Project consisted of a series of six week Summer Resource Laboratories (one each summer). Each Laboratory involved about 40 students and 60 faculty members, working on curricular organization, course syllabi, teaching/learning methods, educational resources. An Advisory Panel of outside educators and consultants was appointed and brought into service. The 125th anniversary of the college coincidently fell within this period; so the administration appointed a Committee of 125, drawn from scholars and educators in other institutions and from constituency groups. This Committee spent more than a year in evaluation of the various academic units within Austin College.

The Notion of Partnership

"The interaction in the Summer Resource Laboratories on both curricular and co-curricular plans, it seems to me, went very far in creating a climate which involved at least three elements that lead toward our notion of partnership or cooperation," Dr. Carlson said. He described these elements as follows:

Enlightened self-interest: The Project Director, Dr. Frank Edwards, believed firmly that if a faculty member could see that some of the new ideas were in the faculty's best interest, these changing tasks and roles would be rendered acceptable. Certainly, individuals still look to their organization (or institution) for a sense of their defined roles and their personal identity amidst continued changes; and thus they are relieved of anxious uncertainty. By inference Dr. Carlson intimated that the same reasoning would apply in winning student support.

More sharply defined institutional needs as determinants of the academic curriculum and academic calendar: Clearly understood needs tend to make responsive changes seem reasonable and necessary.

Governance and management of the college that seem responsive to change and fair in the distribution of the burdens of change: Achievement of this fair distribution, Dr. Carlson emphasized, is a difficult task. "Anyone who has begun to add up the amount of direct involvement by faculty in departmental courses, core programs, mentor advising roles, is immediately struck by the potential faculty workload problem," he said.

Dr. Carlson displayed to his audience an example work-load matrix design such as is filled out for each member of the Austin College faculty. The work-load is measured in terms of "building blocks," with a block for each significant assignment. For example, the matrix sheet of a specific faculty member will show a basic "block" to indicate responsibility to the major academic department as a teacher. Another block will indicate the faculty member's participation in a core or interdisciplinary course, another if the faculty member is charged with direction of a special program, another showing the extent of the teacher's mentor obligations, and others from a long list of potential assignments. "You are always amazed, sometimes awestruck, by the number of things that faculty members do," Dr. Carlson said. Each faculty member's matrix workload is examined by deans and other administrators in an effort to bring about a fair distribution of the burdens. With the financial aid of the Kellogg Foundation, and through interaction in developing and using the work-load matrix, Austin College for the past three years has been attempting to develop a Program Management System.

Moving Ahead: What Comes after the Total Institutional Project?

During 1975-76 all the Program Directors in Austin College -- that is directors of all academic units -- have been requested to submit a Program Management Statement, asking for perspectives of their programs for the past five years: (1) What are the critical changes

that have taken place in the program unit during the life of the Total Institutional Project? (2) The goals or critical concerns for what should be ahead in the program? (3) The resources the program director is going to need? (4) What priorities does he or she place on emerging developments in the next five years? What time table do they foresee in achieving the various goals? The Program Director, with his faculty and program sharing committee, are asked to express these ideas in the terms that are most comfortable to them, rather than through filling out a uniform and prescribed form.

A Self-Study of Austin College, conducted as an alternative approach to the traditional self-study required by the Southern Association, is being prepared. The Southern Association opened the possibility for an institution to propose a non-traditional self-study; and Austin College made such a proposal. The Total Institutional Project and the reports emerging from it will constitute a significant part of this self-study. Already nearly forty reports have been received from Program Directors,.and more will be forthcoming. The Self-Study analysis, with introductory materials added, will be presented to a Southern Association visiting team next fall to complete a non-traditional self-study.

In June, 1976, the Education Committee of the Board of Trustees will conduct a trustee workshop on the topic of education. This workshop will concentrate on a study of the findings of the Total Institutional Project and the proposals growing out of that enterprise.

As one of the outgrowths of the Total Institutional Project, we look forward to the completed installation of the Program Management System, hoping that this system will provide the incentive for a continuous process of what we are calling "Self-Renewal."

Career Development Program

Summary of remarks by Dr. Dan T. Bedsole

Any college which embarks on pervasive change needs to consider the impact such change will have on its faculty and staff. We tried to anticipate this impact. I think we really didn't anticipate adequately, but we are certainly trying now to respond to the need. Before installing our new educational program, back in January 1972, we set up an advisory committee of twelve faculty members. After an extended period of discussions there evolved our present Career Development Program.

The Career Development Program at Austin College involves the entire faculty and administrative staff. Each person is required to work out and attain approval for a carefully considered long-range career development plan. The individual then is expected to conscientiously follow that plan, revising it as needed, throughout his service at Austin College.

For the faculty member this plan means that each teacher, whether tenured or not, works out at four-year intervals a negotiated statement of career plans and aspirations for continued professional development, with emphasis on his creative role as an effective teacher and faculty member during the five-year period ahead. This plan requires careful

analysis of one's roles and responsibilities, as well as professional status. It necessitates the establishment of long-range and intermediate goals, and the projection of steps toward their accomplishment. The Career Development process is individualized and thus need not be the same for any two persons.

A key person in this process is the Area Chairman, who typically serves as career development advisor for the individual faculty member teaching within the chairman's academic area. Chairman and faculty member sit down together at least once a year to consider the faculty member's situation, aspirations, types of programs in which he or she is particularly interested, possible avenues for self-renewal that may be opened for that faculty member.

Working with the system, also, is Dr. Virginia Love, who has been appointed to a position called Faculty Career Planning Counselor. We thought it important to have a person outside the administrative chain who could talk with faculty members on a confidential basis, who could advise them and be attentive to their concerns. In Dr. Love we have a person who is very sensitive to personal communication and mid-career crises. She also keeps informed about various opportunities for self-renewal.

Implicit in the process is the commitment of the College to support self-renewal efforts on the part of the faculty member, to the limits that such support can be mustered. When a faculty has been heavily involved in the burdens of change, as ours have, it is important to provide for

study leaves and sabbaticals which are planned so that individuals can be renewed in their disciplines and teaching fields, and can do things which make them more creative. We want to support research, writing and publication, faculty exchanges, and various types of creative activities such as attendance at conferences, workshops, institutes, training courses, and visits to other colleges and universities.

We have found that short-term leaves are often more satisfactory to our faculty than longer sabbaticals. It is often difficult to take a semester or longer away from local situations, family, home. But often a faculty member can fruitfully use a seven-week period in the fall or spring, or a whole summer. In other words we are trying to adjust the time period to the best convenience of the faculty member. We have been able to secure financial support in the amount of $50,000 per year for special underwriting of individual self-renewal through this process.

The Career Development Program, obviously, is a part of a reward structure. We seek to emphasize that rewards are not just in terms of promotion in rank or salary.

You might ask: How is the process working?

So far about three-fourths of the faculty have developed long-range career plans and are updating them periodically. Many -- including both those who have completed a plan and those who are still struggling with one -- are doing this sort of thing for the first time. Some find it somewhat traumatic. But faculty in general have testified that they have found the process beneficial. One of the greatest benefits is in improved communi-

cations between faculty members and administrative officials. We think the program has gotten off to a good start.

What We have Learned from Our Experiences

Summary of remarks by Dr. Moseley

In trying to pull all of this together and summarize what we have learned from our experiences, I am just going to list what might be some elements of a total institutional approach to self-renewal. The first is institutional commitment. If the Board of Trustees, if the faculty, if the institution itself is not really committed to undertake such an approach, don't touch it. Second, you must have the kind of leadership and structures that really get the people involved in handling specific assignments of responsibility and in learning ways of working together. Through that must come a creative climate that builds trust and mutual concern -- to really see the mutual concerns and to build trust with one another in the process. A cycle of program and operational review -- we haven't used much the term "accountability" in this presentation, but it's going abroad in higher education a great deal. If we have a cycle of program of review for the Board of Trustees so that once every four years they have looked in detail at each part of it, that backs up -- that makes each of those administrative units get ready for the Board of Trustees. Getting ready to say what we've done and where we are and where we're going is more important almost than what the Board does. It's not enough just to do that in the central administration but in each one of those programs --

the building blocks that Jack Carlson was referring to -- program analysis, projections, and really a creative approach. How can we do this better? What's happening in the field? All of the ideas that can be pulled together there. And then we must recognize in all that is new that we are changing as individuals -- individual renewal. We've talked a lot about the difficulty of faculty renewal. Let me tell you some administrative renewal is pretty tough, too. I have had to change my role as president. I can't be the kind of president I was when I first came here or even in mid-stream. So I have to change and that doesn't come easily. I am most sympathetic with the whole problem, but it is a matter of individuals facing up to it. And then, finally, it seems to me, outside assistance for self-renewal. We had an Advisory Panel that was very helpful. We had a 125th Anniversary Commission that looked over our shoulders. We've had all sorts of people helping us. But I am sure that if we had had people who had gone through some of this, we could have shortened our time and been reassured that the pain would sometime soon go away, and that we could get on with the business and be happy about the result.

PARTICIPANT REACTIONS TO THE CASE STUDY PRESENTATION

Following the presentations by Drs. Moseley, Bedsole, and Carlson, the participants were divided into four groups on the topics of (1) Governance and the Program Management System, (2) The Total Institutional Approach to Self-Renewal, (3) The Career Development Program, and (4) The Process of The Project and the Use of Outside Resources. These groups exchanged questions and comments for about thirty minutes and then each participant shifted to a different topical group for another thirty minutes before coming back together in general session. Mrs. Edith W. Seashore, newly appointed President of the National Training Laboratory and a member of the Advisory Panel of the Austin College Project, visited among the various groups and afterward presented a report of some highlights of the topical group discussions and her reflections on the entire conference.

Report of Interaction on Institutional Self-Renewal

Summary of remarks by Mrs. Edith W. Seashore

First, I would like to say a few words about this morning's discussion and some of your reactions to it.

The first reaction was "Tell us about Program Management again -- and about Program Directors and about Program Executives." There is no way to fully understand the new governance and management structure in half an hour. It really does make sense, but it is an involved process. It is an attempt to give more of the responsibilities for the running of the

college programs directly to the faculty in those programs and to insure continued self-renewal; and it is difficult to get it underway. The goals and directions of the system -- and the fact that Austin College is working hard at getting it underway -- these are what most of us will remember about the Program Management System.

Self-Renewal. The question that was asked of John Moseley several times is, "Where does it start?" That is a hard question to answer. Some say that it starts with the Board of Trustees, some say with the faculty. Around here, many people say that it starts with the President. But there's no question that there is a great deal of commitment -- commitment from everybody and we have seen that in these two days. Recognizing that President Moseley sees himself in a new role, the question was asked whether others perceived him that way. I think that is one of the things he means when he says that he knows how difficult it is to change. It is not only to change your own way of behaving, but also to change other people's perceptions of your behavior. A point that was added by the visitors was that communicating this project effectively both internally and externally is terribly important. Of course this is the beginning of doing just that for the external community.

Career Development. There were a number of questions regarding the faculty coordinator for Career Development. She is trained as a psychologist and is up-to-date on grants, special studies, and activities like that. Career Development seems to have captured the interest of

some who are instituting, or thinking of instituting, this kind of program in their own colleges. Another question that was asked was, "Can faculty break out of what they are doing and go into something quite different in their career development?" I think that may turn out for some to be a reality. That can happen with development, and I think that is going to be one of the things that the faculty will come to see.

Project Processes and Outside Resources. There was a good deal of discussion of the importance of the Summer Resource Laboratory over the four-year period and the importance of bringing consultants into that laboratory to work with students, faculty, and administrators all at the same time. There was some concern about whether that kind of opportunity for students and faculty to work together and to work with outside consultants would be continued. Another question that was asked was "How was the Advisory Panel kept informed and how often did they meet?" We met twice a year for three years, and we were kept extensively informed. We were prepared for each meeting as though we were coming to a site visit. From time to time, most of us also dropped in between meetings to spend some time on campus to follow the activities of the campus that had taken on a special interest for us. And in my case, the Summer Resource Laboratory and Program Management are the two that I picked up as of particular interest to me.

That is a very brief capsule of some of the questions you have asked. And in the context of some of the questions, I tried to give very brief answers to a few of them. I hope that they will stimulate you to

continue to ask questions and to look for answers.

Now a few words about the past two days. The first thing that came to my mind is that we have had a wonderful time. I think it is important to be able to say that about a conference. In many ways, it has all been quite extraordinary. Imagine sending out 200 invitations and having 150 guests arrive! Especially with our schedules and this time of the year! Imagine even being so excited and committed in what you're into that you can invite top educators to come look at it. And then imagine most of all keeping all of us on schedule for two whole days. That is a tribute both to the organization of the conference and also to the cooperation of all of us and probably our wanting to be where all the action was at the right time.

Most of those of you with whom I spoke have been both elated and frustrated -- you have been elated because of the stimulating company you have enjoyed and from being so royally entertained. But you have been frustrated, as I have been, not to have had more time to pursue some of the details and issues around the Austin College program and not to have been able to share with others some of your own innovations. That is often the problem of a two-day conference. I have also discovered that it is the problem of a 5-day conference or a 2-week conference. So those kinds of frustrations are where we generally leave experiences like these. By the time you get to the end, you realize what you would have really liked to have known, and wish that that had come at the beginning. But as I listened to today's session, it seemed to me that it was coming

at the right time. I was able to understand better where the pieces fell, having struggled with them earlier.

I think that this should be the start of many more conferences where an institution can stimulate our thoughts as to the way we look at how we are doing things -- and possibly consider our own self-renewal. We are all into a process which continues. Even though many are exhausted here at Austin, I know that they, too, believe they are into a process -- that they will continue to evaluate and I hope will continue to change. We actually don't live with problems that can be solved these days, but we live with predicaments that have to constantly be dealt with. And that is a different way to look at the kinds of questions we've raised. They aren't even questions in some ways -- they are predicaments that we all face. The experience of dealing with those predicaments through the process that Austin College has been into is one of the things that they have wanted to communicate to you during these two days.

What I would like to do now is something we haven't done enough of during this conference, but we don't want to leave without having a chance to do that -- and that is to hear from some of the rest of you. To take a few minutes to have you share with us some of your reactions to the conference, some of the questions you are still left with, and also, very importantly, ways in which Austin College can continue this cooperative venture, sharing what it has been into these last four years. There are all sorts of ways of disseminating information -- many of them most ineffective. If you have any ways that you know of that would be more

exciting and ways in which Austin College can continue to cooperate with you, we certainly would like to hear them. So let's get some comments from you.

* * *

Participant responses in the general session were quite varied within the range suggested by Mrs. Seashore. A number of participants endorsed the idea of further conferences for interinstitutional sharing with several emphasizing the desire to look at other institutional case studies. Some suggested that further such conferences might be most useful if there were less variety in the kinds of institutions represented. Some suggested that conferences involving institutional teams of faculty, students, and administrators might be especially helpful.

Among the topics identified for special attention in such conferences were (1) planning and staffing interdisciplinary studies, (2) ways of selecting and educating members of governing boards, (3) ways of measuring what students actually get from their college experiences, (4) reconsidering the scope of what is credited as legitimate college experience, (5) programs for faculty development including faculty exchange, (6) ways of understanding and quantifying the elements of faculty work-load, (7) ways of simplifying the handling of management data, and (8) ways of evaluating what different institutions are doing in terms of their different institutional roles and missions.

THE FUTURE ROLE OF LIBERAL ARTS COLLEGES

Summary of remarks by Dr. Landrum R. Bolling

"I would like to approach the topic of the future of liberal arts colleges on the basis of the rather sober judgment that we do not know what the future of the liberal arts college is, and as of now, we cannot know.

On that kind of beginning, therefore, it seems best to approach the subject by examing the functions and the values of the small liberal arts college as it has operated in the past and as it operates today. By so doing we can seek to determine whether these functions and values are important enough in an ongoing significant way to justify the survival of the liberal arts colleges in the future.

Some functions of the liberal arts college, even though well carried out, seem not distinctive enough to form the basis alone for future continuance.

"As conveyors of information and skills, as producers of baccalaureate degrees, these colleges are useful components of the overall education economy." Yet the great expansion of the state-supported institutions of higher learning -- now seemingly overbuilt in some parts of the country -- can provide this information and skills conveyance. "If the chief rationale for the small, private liberal arts college rests upon the assertion that it can do better work of information dissemination than can the state universities,

then its future is dark indeed."

In terms of cost efficiency the small liberal arts college, I believe, would show up better than many expect; yet the basis for survival cannot be built upon producing course credits at lower unit costs than public institutions.

"Nor should the liberal arts colleges be too sure about building their case for the future on claims about being more imaginative, more innovative in educational methodology." Some of the most creative educational experimentation in America is going on at some of the community colleges.

"The future of the liberal arts colleges, I believe, is related primarily to their effectiveness in fulfilling the ancient comprehensive mission of liberal education. That mission will remain important and will become even more important as the years move ahead." What is that mission?

First, that mission has to do with liberating the individual from certain burdens, certain restraint, certain fears that must be overcome if an individual is to become a free and responsible person. "A truly liberating education will help the individual to discover that the world does not revolve around me, that I cannot control it or manipulate it to suit my private purposes, that I must accept certain givens in the universe, that I must come to terms with my own finitude." The study of literature and philosophy, religion,

physics, history and economics, these and other disciplines help us to overcome some of the burdens of our innate egocentricity. A liberating education should also help the individual to affirm his/her personhood, to discover glimpses of one's own human potential.

A liberating education is one that frees the individual from earthboundness. It stimulates a sense of wonder and awe about the whole universe. Thus the liberal education must create a sustained interest in both the sciences and the humanities so that we all come to have some appreciation in the intricate patterns, vast design, complex processes, the ongoing evolutionary thrust of the universe.

"A truly liberating education is one which is infused with a sense of values." It should lead an individual to commit himself or herself to values that transcend personal appetites, personal acquisitiveness, personal ambition, personal desire for power.

"I do believe that the future of the liberal arts colleges depends upon their being able to articulate and to fulfill significantly a function of helping students to come to terms with the great ultimate issues of life."

How do we deal with values effectively and creatively? It is done, I think, on the basis of two kinds of approaches -- (1) through the willingness of teachers, administrators -- older folk -- to share openly with younger people their own searches, their own bewilderment, their own sense of the need for clear purpose and affirmation of value;

and (2) through the way we live, through example, to communicate to others what our values really mean to us. Values are caught by contagion, not by exhortation.

"How does a college go about dealing with these challenges responsibly? I have a few personal ideas -- biases, perhaps -- I share them with you without apology."

If a college is to take seriously this task of communicating values, one of its great responsibilities is to stay small. It is very difficult to keep big institutions honest, and to keep them human. A hunger exists in so many people to break out of the superficialities of our daily existence, to be oneself, open, honest, vulnerable. In a small community and a caring community -- such as a small liberal arts college may be -- this objective can best be accomplished.

The small liberal arts college -- to survive -- must be the kind of institution that is concerned to maintain and strengthen the sense of and the experience of community. "The corporate life of the campus community is vital to the success of this enterprise." Among the deep human yearnings are to feel that you are a part of something, that this something is an ongoing enterprise, and that what the enterprise is doing is worthwhile. This sense of community emerges best where faculty and students work together, often even in menial tasks essential to the community. To the individual student, this experience of developing strong personal relationships in this growing sense of

community prepares him to feel more secure as he enters the hurly-burly outer world.

Experiences are worthwhile that get faculty and students out into the community -- work-study programs, field social services, foreign travel. The linkage between the campus and the outer world is tremendously important as a part of the student's education.

* * *

What has been said is this:

. Though the future of liberal arts colleges cannot be precisely foreseen, the most promising avenue for survival is the continued fulfillment of the comprehensive mission of liberal education.

. This mission has to do with liberating the individuals from an egocentric approach to the world, stirring within the individual a sense of awareness and awe about the universe, enabling the individual to evolve a sense of values.

. The college may best fulfill this mission by remaining small, by strengthening the sense of a community of sharing and caring, and by relating the outer world and the campus in a meaningful way.

Thus we perceive that the small college ought to think seriously about how it cultivates a style of life. "Most of us on liberal arts college campuses, or any kind of college campus, will never really over the long run be able to maintain the kind of material life we would like to

become accustomed to. We are going to have to find ways to simplify the job that we do, -- to reduce our demands." This does not mean I am asking that salaries be cut; but rather that we look honestly at how we may simplify the job that we do, and that we do not create unlimited expectations on how we will become more plush and richer year by year. Within this style of life, also, it is important that we challenge each other about questions of value, that we strive to avoid pretenses and pious platitudes, that we recognize the right of the young to challenge the older generation about their inherited values, but that the faculty preserve the right to challenge unwarranted assumptions.

"I have a particular sense of commitment to the maintenance of the small, private liberal arts college. If it really does its job, if it manages its affairs with responsibility and frugality, if it has clearly in mind what its central purpose is. And if it works like hell, I am convinced it will survive with distinction."

PART III - SUMMARY OF PARTICIPANT RESPONSES

The Invitational Conference engaged the participation of a large and varied group of distinguished educators, as shown in the list of participants in this section. The structure of the Conference was intended to stimulate as well as to guide their active participation. This section of the report is focused on the reactions and responses of the participants, summarized from two different sources: through the leadership of the twelve small discussion groups that met during the morning and afternoon of Friday, March 26, and through written responses to questionnaires.

Participant Reactions in Discussion Groups

The largest portion of one full day of the conference was spent in two sessions of small discussion groups which focused on changing tasks and roles first for students and then for faculty. Each discussion period followed a group presentation on how Austin had dealt with these issues in their total institutional project. Conference participants were divided into groups ranging in size from seven to twelve and composed of representatives from like institutions, i. e. liberal arts colleges, private universities, public colleges and universities; and agencies and organizations, such as consortia, federal offices and national boards or projects.

A pervading reaction discernable across all the groups was a strong

sense of gratitude to Austin College for its willingness to share openly the lessons learned and the progress made in dealing with the development of a new program over the past five years. There was general excitement about the conference being built around the type of case study presented by Austin. Another general reaction discernable throughout the discussion groups was the realization that Austin has not solved all the problems or arrived at dramatic new insights unheard of elsewhere. On the contrary, a good bit of discussion centered around the point that Austin College may not be so very different from many other places, except for the fact that program development had been dealt with in a total systematic way. Discussions indicated that conferees were getting new ideas to take back home and were gaining new insights into changing circumstances and crucial questions to be asked.

Throughout the day discussants seemed to remain preoccupied with the questions of transference to their own settings. There were constant probing questions addressed to the Austin resource persons specifically about institutional characteristics and the sense of community that seems to exist at Austin. The concern for most participants was whether similar new developments can be achieved in other settings, particularly where size and circumstances inhibit the development of a close-knit residential community. In other words the question still being asked at the close of discussions was, "Will this kind of program work with a more heterogeneous student and faculty group?"

Focus on Students

The opening discussion period focused on the conference theme as it related to students, but most of the groups began by questioning whether there are new tasks and roles for students or whether, instead, we are seeing a shifting emphasis on moving students from passive to active learners. This speculation caused nearly all the groups to begin with a discussion of faculty roles and to deal with the question of how to help or prod faculty to change so that they can work more successfully with today's students and this changing emphasis.

Whether they thought it was a new task and role, or merely a shifting emphasis, most groups seemed to agree that the major new consideration about today's students is their apparent desire to be more active participants in decision making regarding their own lives and their own education. The discussions centered around the point that today's students want and need the experience of assuming responsibility for making their own choices. One group concluded that greater student involvement in his or her own education is perhaps the primary new element in higher education today.

The discussion groups felt that the Austin College program successfully involved students as active, self-directed, independent participants to a great extent because of the strong sense of community at Austin College, and the specially designed mentor program. These two elements were not seen as mutually independent, however. The mentor program doubtless has a great deal to do with the existence of a strong sense of community.

But many participants seemed continually concerned about whether the Austin program works because of special circumstances at this institution and if so, whether such a program could succeed under other circumstances. Some of the questions asked, for example were:

-- Does the mentor program require a homogeneous student body? Would it work with a heterogeneous student body? (Several Austin officials maintained that the College has a heterogeneous, not homogeneous, student body.)

-- Are there certain assumptions about readiness for the mentor program? Does the program require students who are highly motivated? Can it serve those who have basic skills weaknesses?

-- Can there be meaningful student involvement at larger institutions where a sense of community is more difficult to achieve?

A few participants wondered about the success of the Austin program, for example, in developing a genuine sense of community and societal responsibility in view of the great emphasis placed on the individual. Some wondered if students were looking more closely at their own values, or at Austin's values. Others were concerned with the question of evaluation, especially evaluation of student outcomes, and suggested the need for hard evidence to indicate how well the Austin College program has succeeded.

Finally, a number of the discussions dealt with concerns about focusing too much on new tasks and roles for students to the possible detriment of the traditional liberal arts. Some felt that students who are more career oriented today confuse the need for work skills with a

rejection of liberal learning. One group suggested that there is a need for colleges to define liberal education more carefully and to point out its relevance and importance to future vocational and leisure pursuits. This group felt it important that colleges not lose sight of their own integrity in adapting to current conceptions of changing students' learning tasks and roles. They suggested also that in reality the real change has been in the process and in the setting in which tasks and roles must be performed.

Focus on Faculty

Group discussions about faculty generally revolved around the point that the Austin College faculty member's role is now vastly different from the traditional faculty role. This was recognized because the Austin curriculum is so directed to student needs and because this experience demands and cultivates increased student participation in the ongoing educational program. Discussion group members concluded that the characteristic difference in role results from the fact that the Austin faculty member bears a large institutional responsibility along with the traditional disciplinary responsibility. As one group stated it, the Austin program requires the faculty to become more person-centered than discipline centered.

Another group suggested that since the traditional academic model of preparation for graduate study is not so critical for students today, we need to rethink the outcomes of the educational process and especially

address the question, "What is undergraduate education for in today's world?" This rethinking and redesigning of purposes will require a new set of faculty skills. One group proposed that faculty will need more diagnostic skills and abilities; faculty must be more adept at distinguishing individual differences and designing education programs to respond to different learning needs. More personal relationship with students seems a major element in the role expectations for faculty in the seventies. But close relationships pose conflicts with the necessity for grading students; the tension between being a friend and being a judge will have to be resolved. Faculty will be required also to have an increased awareness of psychological needs of students as students enter the learning process.

These perceptions of new tasks and roles for faculty caused participants to raise a number of questions and concerns. The first and foremost on most participants' minds seemed to be how can institutions assist or encourage faculty to change from their traditional roles to the newer roles? The Austin College summer resource lab program was recognized as a major element for this institution, but how does an institution with more limited financial resources accomplish the same task was a question repeated in several groups. An effective faculty reward and evaluation system was seen by several discussion groups as important for stimulating faculty development. Austin's Career Development Program was considered a good example for fulfilling this need. The issue of evaluating new faculty roles seemed to be of particular

concern to several participants. It was felt that traditional models of scholarly evaluation would not be appropriate in a setting such as Austin's. One group was concerned with the relationship between faculty evaluation and faculty development and wanted to explore the question of how an evaluation system can be used to stimulate development.

Another major point of discussion focused on the implications for a faculty member's professional career when working in an innovative program such as Austin's. One of the reactions was to question whether a faculty member could successfully move from Austin College, especially if he or she has developed a set of new interpersonal relationship skills to the neglect of traditional pursuits of research and publication. Is it fair, asked another group, to make demands on younger faculty to participate in programs which are outside their area of professional competence when they probably will not be given tenure and thus may be out in the job market in the near future?

Another reaction that caused a great deal of group discussion was the realization of the enormous amount of time and effort required of faculty to accomplish such an undertaking as the Austin project. Group discussants recognized that major change has an effect on faculty morale, family relationships and physical well-being and concluded that appropriate compensations to offset these effects need to be built into such an effort.

Overall, participants in the discussion groups seemed quite favorably impressed with faculty attitudes, morale, and the degree of change and development that has taken place at Austin. Their questions

reflected the problems they thought would arise if similar efforts were attempted at their own institutions. The conference clearly had an impact on participants; they were constantly probing for answers to their own problems and seeking information on how these problems were dealt with in Austin's Total Institutional Project. Discussion in the groups continually indicated a favorable reaction to what has been done at Austin College and to the value of using this development as a case study for broader implications.

Responses to Participant Questionnaires

All of the participants in the Invitational Conference were asked to complete two questionnaires -- one prepared by the Southern Regional Education Board as an aid in assessing the effectiveness of the Conference and in guiding the planning of further conferences, and a more extensive set of work sheets prepared by Austin College for notations throughout the Conference. The variations in marking these questionnaires and the open-endedness of most of the questions make a statistical summary of responses unduly complex if not utterly useless, but the following narrative summary may prove useful both to those who attended the Conference and to others who are interested in the issues it was designed to address.

Student Tasks and Roles

Many participants envisioned an increase in student responsibility for their own education, though some were pessimistic about how broadly

this desirable end may be achieved. Student self-direction is, in the words of one respondent, an "awesome burden." Although many expected students to become more self-directed on the average, some made it clear that this development would be related to increasing enrollment of somewhat older students. One respondent anticipated increased student resistance to the attempt to elicit self-direction, another suggested that perhaps only the elite can become self-directed, and yet another envisioned a widening of the gap between the motivated and unmotivated student.

Respondents also expected even more varied student backgrounds and routes to degrees, with more students outside the traditional four-year track. In some instances this expectation was associated with a continuing interest in vocational experiences, and in others with a need for better systems of educational evaluation and of institutional accountability. Undergraduate research, non-classroom learning, and student participation in institutional governance were also expected to increase.

Also, many respondents emphasized the future students' probable interest in a supportive institutional community involving shared values among its members and a concern for the development of the whole person. And to some the relationships between students and their faculty advisers were seen as critically related to the values of the community, to the character of the institution, and to the institution's sense of mission.

Widely differing institutions were envisioned for the future of higher education, along with a sharp increase in the need for institutions to define their missions clearly and to reflect these definitions in the

recruitment and selection of students. Some pointed out potential dangers in misleading students about the mission, program, style, and effectiveness of the institution. One remarked that "students expecting teacher-centered work may reject student-centered courses." Another reflected a wide-spread concern for the issue of "vocationalism" in the comment that students "must be made to realize that the primary purpose of undergraduate education is not to make them marketable." Another emphasized the need for utter candor concerning the range of decision-making open to students if they are to become self-directing.

One of the emphases among the responses about student roles in the future had to do with the importance of faculty adjustment to changing demands and circumstances. Although the questionnaire provided special opportunity for commenting on faculty change separately, quite a number of respondents saw fit to raise the issue in the place for comments on student roles. As one respondent put it, "Faculty change is the key to student change."

The clearly dominant theme in the expression of priorities for further work regarding student tasks and roles was the need for "longitudinal evaluation," for "evaluation in depth," for "assessment of affective and cognitive learning," and the like. Some respondents explicitly related this need for evaluation to the role and function of the institution and to its relationships with students, parents, legislatures, and other supportive constituencies.

Concerning the Austin College "case study" used to prompt the discussions, the focus of response was on the broad-scale planning and advising system in the program titled "Individual Development" in which each student is assigned a faculty "mentor." Several respondents indicated that their institutions had begun similar programs to broaden the scope of student-faculty relationships. Some questioned the feasibility of such a program in their institutions because of its effect on faculty load, and some saw this effect eventuating in higher instructional costs. In general, the responses were positive, but with quite a number of misgivings about any possible attempts to replicate this program at institutions that are larger or not so predominately residential.

Faculty Tasks and Roles

In projecting what challenges the future holds for faculty, the Conference participants identified a variety of issues affecting faculty status, skills, roles, and needs. The preponderance of testimony was that changes are not only inevitable but are already underway. Some emphasized the need for faculty to focus more sharply on effective teaching with increasing attention to what one respondent called "facilitation of learning rather than dispensing of information" (respondent's underlining). Others saw the teaching function as best served through the faculty's own "lifelong quest for knowledge" -- apparently as a role-model influence. Still others saw research on the frontiers of knowledge as the most essential function of the faculty in the future as well as the present and past. Some identified burgeoning managerial responsibilities, evaluation

accountability, and related paperwork as a distraction from teaching effectiveness, whereas others viewed the expected increases in attention to management and accountability as promising a positive effect on teaching.

Several respondents commented on a critical need for leadership to point the directions of faculty change and to foster a cooperative interchange among faculty -- ranging in scope from intradepartmental cooperation to inter-institutional exchange. Among the responses to the questionnaire there was no clear and direct prediction that the faculty of the future would be more amenable to change, but there were quite a number of indications that the future would create a demand that faculty become more open to new procedures and more willing to learn from each other -- and, in the comments of some respondents, that faculty accept a new status in their institutions.

A large number of respondents expressed concern about the future relationships between the faculty and their institutions. On the one hand, there were indications that the faculty must become more insistent on "determining the academic stance of the institution," that institutions will need to give more "professional recognition" to faculty to foster a "self-image as other than employees." In this regard, there were warnings that the "bureaucracy of institutions" must be minimized and that emphasis must be given to the functions of the collective faculty in "preserving the liberal arts." On the other hand, a few respondents saw

as primary the faculty role as managers of the learning environment, with one respondent identifying the academic manager as "the real professional."

One of the special skills identified as needed by the faculty of the future was effectiveness in career advising, related in some instances to the expectation that even among liberal arts colleges there would be a persistent interest in direct preparation for careers. As with most other topics of comment, this expectation was not shared by all respondents. But there was a broadly based expectation that the projected further diversification of institutions would demand adjustments in the faculty reward structure to reflect more accurately the mission of the particular institution, and a sharing of responsibility for faculty development between the individual faculty and their institutions. In this connection and in others as well, there was in some responses a prediction that faculty would be called upon to undertake a more direct role in public relations, even to "sell" themselves and their institutions to a society increasingly reluctant to be convinced of the values of higher education. And with all these new demands on the faculty, one respondent raised the question of whether or not such demands will diminish the diversity among the professoriate.

Among the respondents' priorities for further work concerning faculty tasks and roles, the most frequently mentioned concern was an apparent conflict of demands between participation in interdisciplinary

endeavors on the one hand, and maintaining professional status in one's own discipline on the other hand. The workload issue was also reflected in other ways. Some respondents questioned the possibility of maintaining the "freshness" of faculty involved in heavy work loads, and some indicated a need for assessing the costs to instructional programs of the heavy involvement of teaching faculty either in traditional systems of curricular legislation or in less traditional managerial functions. An expressed priority apparently related to faculty load and freshness was the exploration of ways to maintain the vitality of programs once special funds for developing them had been exhausted.

Some respondents put a high priority on the development of "reasonable approaches to productivity data," ways to change faculty attitudes, "ways to involve established faculty," "growth contracts for faculty and administrators," and "non-threatening faculty evaluation." On a related topic, one respondent placed a high priority on a concern for a perceived "threat to the privacy and freedom of faculty and students."

Regarding faculty tasks and roles in the Austin College "case study," respondents indicated most interest in the Career Development Program involving all faculty. Significant numbers of responses also cited "the agony of faculty change" (as one respondent put it), and the strategies for changing faculty in the Total Institutional Project and in widespread interdisciplinary involvement. Misgivings were expressed about faculty workload and about the changes in the means of faculty participation in institutional decisions.

Self-Renewal in Educational Institutions

In responses to a question about what was seen as essential in the future roles of their own institutions, participants reflected the wide variety of institutions represented in the Conference, but in ways not essentially chauvinistic. A great deal of emphasis was placed on the need for clearer definitions of institutional missions and roles in an even more diversified system of higher education. But within that diversity and related to that clarification of mission, many from various kinds of institutions referred to the need to restore a sense of values, one respondent specifying that liberal arts value orientation is "also pertinent in large universities such as mine."

One of the most common themes in this section was institutional accountability and the need for better measures of what students get from college experience. One respondent referred to the need to "begin construction of the intellectual case for the liberal arts" (the respondent's underlining). Another indicated a need to broaden the scope of what is considered legitimate college experience. Another essential several participants identified for their own institutions was the cultivation of a sense of community interest among faculty, administrators, and students: and related essentials were a better understanding of interpersonal relationships and a comprehensive plan for faculty development.

There was considerable overlapping of topics between responses to the question on essentials for the home institutions and those to question on priorities for further work on the issues and strategies of institutional

self-renewal. In both there was an emphasis on the need for identifying the mission and role of the institution and on the need for developing effective strategies for communicating to the general public the importance of the value orientation in the liberal arts. But the most frequently mentioned priority for further efforts was more interinstitutional sharing of ideas and experiences in self-renewal. Special interest was also expressed in the sharing of information about management systems and management data from institution to institution. The question of priorities received explicit endorsement in a few responses emphasizing the need to look ahead and plan for the future.

Quite a number of respondents expressed priorities focused on the faculty, one saying, "Faculty self-renewal is the heart of institutional self-renewal." Others identified concern about overworked and underpaid faculty and about apparent conflicts between the administrative and teaching functions of faculty. Still others emphasized the need for a continuous system of self-renewal for programs and people, including faculty, administrators, and governing boards. The needs for attention to reward structures for effective use of evaluative feed-back, for analysis of workload, and for improved financial support were also identified.

Responses to the Austin College "case study" indicated strongest interest in the Career Development Program for faculty personnel, the Program Management System for curricular and support-service operations, the selection and education of the Board of Trustees, and the central

leadership of the College President. Some respondents questioned whether the processes of the Total Institutional Project had been perceived as participatory, whether student involvement had been more than nominal, whether evaluation had been systematic and thorough, and whether the faculty had knowingly accepted their changed role in institutional governance. Others of the respondents apparently anticipated these misgivings and made positive assertions on these various points. One respondent reflected, "Most liberal arts colleges don't realize the depth of their predicament." And another exclaimed, "How strong tradition is in resisting change!"

Evaluation of the Conference

There was almost unanimous endorsement among respondents for the general format of the Conference, though a sizeable number added that it was too short and many suggestions were made for further improvements in such conferences. Nearly all the respondents also said that it met or exceeded their expectations and many urged that further conferences be scheduled, though they differed as to whether the same or other institutions should be represented. There were also general endorsements of the panel presentations, the participant discussions, and the case study focus. Quite a number of participants expressed surprise and gratification at the calibre of the other participants. And there were, of course, many expressions of gratitude and commendation for the sponsors, the planners, the logistical staff, and the resource personnel.

Most saw the case study as a very useful way of focusing the conference. Some remarked disappointedly that there was an absence of dissenting voices of opposing faculty and cynical students. Some expressed disappointment that they were not given detailed results of evaluations of the Austin College program and project. One respondent said of this facet of the Conference that it was "more testimonial than case study." But many wrote of the surprising and gratifying openness of the Austin College resource people to the questions and probes of the participants.

One of the problems of the Conference was the variety of expectations of participants concerning the place of the "case study" of the Austin College experience. Some either expected or wanted more analytical details with Conference participants focusing attention on solutions and alternatives for the problems arising in this Austin College experience. Others expected less attention to the case study and more to the application of general issues to the variety of institutions represented. Responses to the major address were generally positive but varied widely -- each that was panned by someone was praised as the highpoint by someone else. Part of that variety reflected a difference of perspective on the purposes of the Conference, with some seeing the broad coverage of some addresses as irrelevant.

The difficulty in assessing the effectiveness of the conference as one of the means for reporting on the Austin College Total Institutional

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APPENDIX

Austin College - A Case Study in College Self-Renewal as Part of An Invitational Conference on the Changing Tasks and Roles in Higher Education, March 25-27, 1976

General Information

Austin College is an independent, four-year, liberal arts college founded in 1849 and related to the Presbyterian Church, U.S. The College has a limited enrollment of 1200 full-time students in the regular undergraduate program, approximately 50 students in the fifth-year graduate program in teacher education, and about 90 faculty members with 70 per cent holding the earned doctorate. Some 27 concentrations or majors are offered in the arts and sciences and about 60 per cent of the seniors matriculate in graduate and professional schools.

Austin College is located in Sherman, Texas, a small city of 30,000 population, located 62 miles north of Dallas.

The 1975-76 student body was drawn from 35 states but the overwhelming majority, approximately 88 per cent, come from Texas, particularly the large urban areas. About 90 per cent of the College's students live on the 65-acre residential campus which includes 32 buildings.

Austin College places special emphasis on interdisciplinary studies, pre-professional programs, off-campus study opportunities, and non-subsidized intercollegiate athletics.

Preparation for the Project

Austin College has gone through several periods of extensive planning and self-examination. A major management study developed master plans for the campus and program in the early 1950's. A Ford Foundation grant fostered development of significant new programs in liberal education in the early 1960's. Another College self-study in the mid-1960's brought further changes.

In 1970, Austin College started to put together the separate pieces from previous efforts. An ambitious process was launched. It was called OPENS, Operation Planning Educational Next Steps. For two years members of the campus community participated in additional study, discussion, and program development. Consultants and related agencies were involved, as well as alumni and friends. Visions of the future were considered to help determine needs that the College would have to meet. Fundamental questions were again asked, this time focused more sharply on educational issues. Study committees and task forces contributed suggestions and detailed proposals. Enlarging on the idea of serving as a laboratory for liberal education, an emerging plan took the many experiments of past years--building on some, discarding others, and adding new concepts--and forged a new comprehensive program for the students and institution. The new program is called IDEAS at Austin College, Individual Development: Encounter with the Arts and Sciences.

THE TOTAL INSTITUTIONAL PROJECT

The National Science Foundation and the National Endowment for the Humanities in an unprecedented cooperative effort have helped to fund the Austin College Total Institutional Project on Changing Tasks and Roles in Higher Education, to restructure the entire institution to make it more responsive to individual student needs and to infuse self-renewal efforts on a sustained basis. The Project, which started in June of 1972, aided implementation of the new educational program called IDEAS at Austin College by supporting the restructuring of educational programs in the entire curriculum.

The natural and social sciences and the humanities are given new fundamental roles, partly through three new interdisciplinary core programs: (1) Communicatio Inquiry--a course where entering students work in small groups with shared faculty and student leadership, using a contemporary problem topic as a vehicle to develop skills of intellectual inquiry with a value orientation. (2) Heritage of Western Man--a three-course sequence studying the past in relation to the present and future of Western man, team-taught by faculty from the sciences and humanities. And (3) Policy Research--attacks by interdisciplinary groups of upper-level students on social issues to develop alternative policy solutions, using the students' interest and knowledge in the sciences and humanities.

In addition to new core requirements, greater flexibility is provided for degree planning through a basic plan, a contract plan, and an honors program. A new 2-2-1-4 yearly calendar with longer daily time blocks fosters different use of time and educational strategies, with the student assuming more responsibility for learning while the faculty member assumes the role of facilitator as well as authority. Working together, students and faculty in a series of six-week Summer Resource Laboratories examined and restructured nearly every course and educational program. New syllabi were developed, many with new ways of organizing classes through self-pacing with learning units or modules, defining and determining competency levels, using peer teaching, and infusing media and interactive computing as tools of learning into course structures. More broadly, several departmental or program curricula were completely restructured in an attempt to keep pace with the changing needs of students.

The most distinctive attributes of self-renewal efforts at Austin are their comprehensive and interrelated nature and direct focus on student needs. There is a balance of emphasis on cognitive and affective dimensions of learning, with the attitudes of people--students, faculty, and administrators--being dealt with in a variety of ways as "changing tasks and roles in higher education" are explored.

In revamping the curriculum, new educational technologies are also used including interactive computing and televised instruction through a consortium of colleges and universities. One of the more controversial techniques is the use of psychological tools including a computerized personality profile for facilitating the processes involved in attitudinal change. The Birkman Seminar and Method, developed and used primarily with business management groups, was used and studied for possible adaptation to use in a collegiate setting. A preliminary adaptation produced a new instrument used with all freshmen in the Communicatio

Inquiry groups to foster understanding of self and others and build group rapport. Another instrument, projected for future development, would focus on career planning. Faculty and administrative groups have also experienced the Seminar with useful results. Sometimes it has been a key factor in helping faculty in a department, and a variety of other groups, to get together in working relationships.

Faculty, administrative, and institutional roles are affected by basic institutional changes being introduced concomitantly with the educational program. These include a College-wide governance structure whereby representatives of all campus constituencies come together in one body, a Program Management System combining constituency participation in reviewing program issues with management accountability for making decisions, and a Career Development Program for integrating faculty needs for growth with institutional needs.

In the new Career Development Program, for example, Austin supports each faculty member's efforts to grow professionally in his role at the College. Personal needs are negotiated in the context of the program goals of the College and give impetus for a continuously reformed learning environment. This is a positive approach to both the tenure and obsolescence issues. It is dependent to a novel degree upon developed levels of trust, mutual interest, and open and humane relationships. It changes the reward structure to match better the liberal arts teacher's responsibilities and contributions. It helps make educational research and development respected as a part of professional growth.

Building upon recent intensive efforts and higher national visibility, new roles in effective educational leadership at various levels are an opportunity and responsibility for Austin for the foreseeable future. (1) Leaders of individual program units must continue to be aided in discovering and cultivating their most effective leadership styles and to learn necessary relational skills. (A strong correlation exists between the leadership skills needed for effective program operations and those needed for a highly participatory curricular program balancing the affective and cognitive aspects of education.) (2) Early identification and cultivation of potential leaders in education is needed generally and in a special way with personnel systems such as the Austin approach in Career Development. And (3) new and expanded roles in institutional leadership both regionally and nationally are possible, exploring ways of measuring the add-on benefits of blending cognitive and affective dimensions of learning, developing mutually beneficial relationships with other colleges, and serving as a case study resource for other maturing institutions.

Austin's Total Institutional Project is now completing its scheduled evaluation and reporting phase. A variety of reports written and otherwise, are being developed to help communicate the rationale and results of experimental efforts. These describe the many strategies involved, unified around the concepts of individualization, the changing nature of the educational task, and meeting the needs of the future.

The Invitational Conference

More important even than its accountability to the funding agencies is the commitment of Austin College to use the experiences of this Project to encourage further attempts to improve the processes of higher education. The belief that institutions and individuals have much to gain from sharing their experiences and insights concerning the critical issues in higher education has prompted Austin College and the Southern Regional Education Board to sponsor the Invitational Conference to focus on many of these issues.

To reemphasize, Austin College's Project and IDEAS educational program will serve only as case study material to get at the underlying issues; the purpose of the Invitational Conference is to provide an unusual opportunity for educational leaders to share information and engage in mutual confrontation on some of the major problems and challenges in higher education today. Participants will be active in these discussions, not passive.